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THE MEASUREMENT AND DESCRIPTION OF LANGUAGE DOMINANCE IN BILINGUALS, FINAL REPORT--PHASE I.

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DURING THE MONTHS OF JUNE, JULY, AND AUGUST, 1967, THE STAFF MEMBERS OF THIS PROJECT CONDUCTED "INTERDISCIPLINARY DATA COLLECTION IN A PUERTO RICAN NEIGHBORHOOD IN JERSEY CITY, NEW JERSEY." APPENDED TO THIS SHORT PROGRESS REPORT ARE COPIES OF THE FINAL INSTRUMENTS USED IN THE DATA COLLECTION PROCESS, THE DATA COLLECTION SCHEDULES, INTERVIEW GUIDES, AND OTHER MEASURES DEVELOPED THUS FAR IN THE PROJECT. PLANS FOR THE NEXT PHASE OF RESEARCH ARE DISCUSSED, INCLUDING COMPLETION OF DATA COLLECTION, TRANSCRIPTION OF DATA ALREADY ON TAPE, AND READYING TRANSCRIBED DATA FOR IBM PROCESSING. FINAL REPORT PROCESSING FOR THE SECOND PHASE SHOULD TAKE PLACE BETWEEN JUNE 1968 AND AUGUST 1968. (JD)

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Final Report--Phase I.
(June 1, 1967 to August 31, 1967)
To
Language Research Section-Div. Higher Educ. Res. DHEW-OE
From
Joshua A. Fishman, Yeshiva University
Project Director #6-2817

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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June 1, 1967 to August 31, 1967

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Language Research Section

Division of Higher Education Research, DHEW - OE

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Joshua A. Fishman, Yeshiva University, Project Director

re

Contract No. 6-2817

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"The Measurement and Description of Language Dominance in Bilinguals"

1. Overview

The three-month period covered by this report was primarily devoted to interdisciplinary data collection in a Puerto Rican neighborhood in Jersey City, N. J. Copies of the final instruments, data collection schedules, interview guides and other measures developed thus far are appended to this report, as called for in our contract.

Considerable effort was also directed toward transcribing the many taped interviews, conversations and test sessions that have been conducted by project staff members. In a number of instances data analyses were also begun, usually on a "try-out" basis. Data processing and data analysis plans pertaining to next year's work have been drawn up or, at least, discussed in connection with every one of the studies included in the project.

2. Staff

a. Senior staff: no changes

b. Assistant staff: additions

(i) Diane Sperber, interviewer

(ii) Several part-time transcribers and interviewers

: leave of absence

(1) Eleanor Herasimchuk (June 16, 1967 to July 31, 1967)

3. The measurement and description of widespread and stable intra-group bilingualism: psychological aspects (Robert L. Cooper)

During the months under review our activities fell into three stages: 1) preparation for a trial data gathering run, 2) trial administration of our procedures, and 3) data collection.

The trial data were gathered to test the adequacy of our directions for both respondents and interviewers and to give us an additional basis for choosing those instruments which would ultimately be employed. Respondents for the trial administrations were obtained through the assistance of the Rev. Joseph Plunkett, whose church is located nine blocks from our neighborhood in Jersey City. These respondents live near but not in our neighborhood and were chosen to represent a range of communicative competence.

With each respondent we conducted two interviews, each lasting about two hours. During the first interview, we administered the "multivariate" techniques. These consisted of ten tape-recorded conversations which were played to the respondent. After a conversation had been presented, the respondent was asked questions designed to determine his comprehension of both the manifest and latent (social) content of the conversation.

During the second interview, four "univariate" techniques were administered. These were word frequency estimation, word naming, word association, and recall. In addition, the respondent was asked to rate the frequency with which he used Spanish with different interlocutors in various settings.

On the basis of our trial administrations we were able to shorten the time ultimately required per respondent. This was accomplished by retaining five of the ten multivariate conversations, by reducing the number of items in the word

association and Spanish usage rating procedures, and by eliminating the recall technique, which, of the univariate procedures that we tried out, seemed least promising.

After revising our interview schedule on the basis of the trial administrations, we proceeded to gather data in our neighborhood. Respondents were chosen who varied in terms of certain criteria (number of years of formal schooling, language in which schooling was conducted, age, and degree of job responsibility) in an attempt to maximize variation in performance on our tasks. All respondents chosen had already been "censused" (see section 5c, below), and most of the male respondents were also involved in sociological interviews (see section 5d, below).

Transcripts of the retained tape-recorded multivariate conversations are presented in Appendix A. The revised interview schedule is shown in Appendix B. Two forms of the schedule were used. These were identical except for the order in which the Spanish and English stimuli were presented in the word frequency estimation, word naming, and word association tasks. The schedule has eight parts: 1) conversations (multivariate techniques), 2) perception test, 3) word frequency estimation, 4) word naming, 5) reading of word lists, 6) reading of prose, 7) word association, and 8) Spanish usage rating. The interview, which took between 2½ to 3 hours to complete, was conducted in whichever language (or combination of languages) seemed to be most comfortable for the respondent.

The second, fifth and sixth sections of the interview were included as part of the linguistic investigation. The second section was designed to assess respondents' ability to recognize certain phonological variables. The fifth and sixth were constructed to elicit speech at two different levels of formality. In addition, an attempt was made to elicit casual speech by the use of certain probes as part of the multivariate questioning (see, for example, Appendix B, page 4, #6.0, 6.01, and 6.1), and, in general, by encouraging the respondent to digress or to relate material of personal relevance. Thus, from each respondent, in addition to

the data obtained from his performance on the multivariate and univariate tasks, we have samples of speech elicited under contexts varying in formality and susceptible to linguistic analysis.

4. <u>The measurement and description of widespread and stable intra-group bilingualism: linguistic aspects</u> (John J. Gumperz and Roxana Ma)

During the past three months, we have concentrated on gathering our linguistic data in accordance with the elicitation procedures outlined in the Third Progress report. The first half month of June was spent in getting acquainted with various members of our Jersey City community and getting them used to seeing us around with our tape recorders (even letting them listen to themselves on playback). Because of the informality of our approach, we have been able to gather a lot of conversations which are quite natural despite our being present at them. Most of July was spent in literally tagging along with particular respondents as they went about their daily routines. In the case of women, these involved shopping trips, looking after children, going to the hospital and church, visits to friends' homes, visits by friends and god-parents, etc. In the case of men, many informal conversations were recorded on the front stoops (where the men gather in the evenings over beer to listen to the ballgame or chat about the day's events), in local bars, and in the home during visits by neighbors, relatives and friends. In August, we designed a linguistic "questionnaire" consisting of a perception test, word lists, and reading passages especially designed to elicit those English and Spanish phonological variables which we have found to vary significantly with social context. This questionnaire is being administered currently as part of the psychological interview schedule and will constitute the formal speech variety of our linguistic data. In contrast to our casual speech samples which were collected from a small number of respondents, the questionnaire will be collected from a much larger sample of the community population. (The psychological inter-

views also seek to elicit informal speech; see section 3, above).

The speech events collected in the natural settings cited above range in topic (for men) from small talk about the weather, family affairs, anecdotes about work, joking, etc. to discussions and arguments of technical know-how about cars, baseball, getting around New York, etc. Among women, topics revolve typically around children's health and care, good (steady worker) and bad (drinks too much) habits of their husbands, living conditions in New York vs. Puerto Rico, schooling and the importance of education and learning English, etc. We also have samples of children's play talk among two different age groups. Not all of our natural conversations were recorded with an observer (non-participating) in the room. There were times when we left the room but left the tape recorder running; these situations are quite revealing for the phenomena of switching (from English to Spanish, most often).

In addition to these casual neighborhood conversations, we have recorded more formalized but still natural speech routines such as exchanges between customers and storekeepers, sidewalk services by a Pentecostal minister, speech-making at a Puerto Rican Day parade, public speeches at a local community council meeting, as well as some forms of ritualized language or politeness formulas such as introductions, requests for services or permission, leave-taking, and baby talk (i.e., what mothers use in talking or cooing to their babies).

The sample of respondents from whom we collected almost all of our casual conversations was purposely kept small and selective, for a number of reasons. Our aim is to document this natural casual linguistic behavior of members of a small group interacting in a common social setting, the neighborhood. By developing a close relationship with only a few "typical" members of this group, we have become accepted as their friends and have been able to observe almost unobtrusively at a variety of social events with a minimum loss of the casual

quality of these interactions. In addition, the difficulties of recording casual yet phonologically useable conversations against the constant background of a high noise level (radio/TV, children playing, crying, or yelling, washing machines and running water, street noises of children and vehicles) have sometimes made it necessary to gather more data from the same respondents in hopes of obtaining better tape quality. This continued contact has made it easier to obtain increasingly casual speech. A third reason for concentrating on a few respondents was the limiting factor of time.

Our respondent types were chosen partly on the basis of information available from the neighborhood census, partly from personal observations (we kept a diary of observations for all field work and recordings). Using such socio-economic and ethnographic factors as amount of formal education, Puerto-Rican vs. U.S. nativity, middle class aspirations of mobility vs. inability to stick to a job, role-segregated vs. non-segregated household, strict vs. little supervision of children, etc., we hope to build a composite picture of six or more speaker types (male and female, with children being classified by a subset of these broad categories). Conversations collected from our speaker types reflect a broad range of topic variation as well as variation among role relationships (husband-wife, mother-child, mother-coparent, child-child, etc. and social relationships (family unit, peer groups, acquaintances, strangers, etc.).

Concurrent with our data collection, we have been preediting our tapes as we collect them so as to avoid unnecessary transcription. We have tried to limit our transcription task to recording those sequences of speech which are self-contained in some sense (as well as relatively free from external noise or interruptions) such as continuous talk about a particular topic, routine or formulaic exchanges when a new participant comes into or leaves the room, scolding a child about something he has or hasn't done, and so forth. Our transcriptions are an-

notated as to the expressive functions of the speech event as we observed it and the channel cues such as laughter, speech speed and loudness of voice.

One of the major tasks in the next few months is the continued transcription and categorization of these conversation tapes, as well as detailed phonetic transcription and analysis of phonological variation co-occurring with shifts in code, situation, topic and speaker/listener identity. When these are done and scored (we are presently working on methods of scoring and evaluation of data), we will compare them to the scores of data obtained by more formal elicitation methods (the linguistic questionnaire and the psychological interview) to arrive at a broader picture of our speakers' communicative competence and range.

5. <u>The measurement and description of widespread and stable intra-group bilingualism: sociological aspects</u> (Joshua A. Fishman, Gerard Hoffman, Lawrence Greenfield)

a. <u>Sociolinguistically relevant ethnographic description</u> (G.H.). A third draft was completed of the combined ethnographic summary (of the literature) and ethnographic report (based upon several months of observations and taped discussions). This draft was reviewed with the senior staff and criticisms obtained pointing to its further improvement and elaboration. Many of the impressions gained in connection with sociological interviewing in the Puerto Rican neighborhood in Jersey City (in which all Project staff members have been working during this quarter) will also prove to be useful in arriving at a more complete ethnographic description of Puerto Rican bilingualism. Staff members have been keeping diaries of their observations and experience in the neighborhood and these will also be screened for the purposes of the ethnography during the months ahead.

The sociolinguistically relevant ethnographic description aims to provide a systematic introduction to Puerto Rican daily life (its domains, interaction

networks, role-relationships, situations) as well as introduction to widespread aspirations and self- and other- concepts as these are related to and clarify bilingual usage. This description should provide a basic familiarity with the kind of society we have been studying and, as such, provide contextual perspective for the detailed sociological, psychological and linguistic measures yielded by the other studies of this project.

b. Experimental Study of Some Macro- and Micro- Sociolinguistic Parameters (L.G.)

Several preliminary instruments continued to be tried out pertaining to (a) major value clusters and their relationship to use of English and Spanish and (b) self-report of situational language choice. At this time a detailed report is being prepared of the entire experience gained in this study-area during the past half year. On the basis of this report a decision will be reached as to which, if any, of the several rating and/or sorting methods scrutinized thus far might be suitable for final data gathering during the months ahead.

c. Language Census (J.A.F., Heriberto Casiano, Diane Sperber)

After a complete enumeration of the Puerto Rican households in the neighborhood (with the assistance of local informants) a detailed language census was undertaken during the month of July. In each household an adult member was asked to report on his own language behavior as well as on that of each other member of the household. The schedule employed for this purpose (Appendix C) was developed in such a way as to provide also information relevant to some of the individual and social parameters to be investigated by the other studies of this project.

All in all 90 Puerto Rican households were identified in the neighborhood we are studying. Census information was obtained from all but 6 of these households.

In July a reliability check was completed on a random sample of 20 of

the initially "censused" households. The purpose of this check was to determine whether or not the language and personal background questions that we had asked would be answered again in the same way as they had been answered initially.

In August the census data obtained were subjected to a preliminary analysis in order to help plan the final analyses that will be attempted during the months to come.

d. Sociological Interviewing (J.A. Fishman and Gerard Hoffman)

A random sample of 30 adult males was selected for interviewing. The selection of respondents was based upon age, number of years of education (in Spanish and in English) and job-responsibility (non-routineness of assignment, importance of work for the firm, direct contact with other employees or with the public at large). Two-hour interviews were conducted in English or Spanish, depending on the respondent's preference, on the following topics: personal background, social contacts, interests, language usage, attitudes toward being Puerto Rican, everyday ethnic behaviors, cultural and leisure time activities, attitudes toward being American, and aspirations concerning one's children's Puerto Ricanism and Americanism.

Most of the individuals interviewed have also been "censused" and will also be tested on the psychological measures of bilingualism mentioned in section 3, above. As a result, it will be possible to compare the social interview data with other kinds of data (census, sociological interview, psychological testing, linguistic repertoire testing) to determine areas of agreement, disagreement and interrelationship.

All interviews have been tape recorded and a few of the tapes have been transcribed during the period covered by this report. A copy of the interview schedule is attached (Appendix D).

e. Newspaper Content Analysis (J.A.F.)

Both Spanish dailies of New York City as well as one cultural monthly have been monitored continuously during the current quarter. Our attention has been focused on items dealing with the Puerto Rican community at large and its social, cultural and economic activities and concerns. Our ultimate analysis will seek to reveal the extent to which the Spanish and/or English languages are mentioned in these connections. Hundreds of clippings have now been copied, arranged, and readied for analysis. Preliminary plans for content analysis have also been developed.

f. Interviews with intellectuals and community leaders (J.A.F.)

Twenty 2 to 3 hour interviews (in English and in Spanish) have been completed with ten male and nine female respondents. One more female remains to be scheduled. These interviews deal with personal background, language usage, leisure and cultural activities, and attitudes toward Spanish language maintenance and continued cultural creativity among Puerto Ricans in New York. These interviews will be subjected to content analysis. In addition the self-report data on language usage will be related to the repertoire range exhibited by the respondents in their English and in their Spanish speech. Tentative plans have been made for data analysis and data processing.

g. High School Student Self-Report (J.A.F.)

Some four hundred Puerto Rican high school students (all of them members of ASPIRA) have submitted brief self-reports on the same eight variables mentioned in connection with the sociological interviews (section d, above). Two-thirds of these students were also asked to provide information concerning their personal readiness to strengthen and improve the use of Spanish among Puerto Rican youngsters in New York City. These latter youngsters have been invited to attend a program in order to discuss this matter further.

The "personal readiness" reports will be analyzed to discover their relationship to the other areas of self-report. Our goal will be to determine the impact of this topic ("personal readiness" to work for the strengthening and improvement of Spanish among Puerto Rican youngsters in New York) on the other self-report topics. All self-reports will be analyzed to discover their relationship to actual attendance at the discussion program. The aim of this study is to illuminate the relationship of self-report to actual behavior in the language-ideology area. Preliminary data analyses were planned and attempted during this period in order to guide final data processing and analysis during the months ahead.

7. A Glance at What Lies Ahead

During the next quarter a modicum of data collection will still be necessary in order to complete a few studies. Disturbances in Newark and in New York slowed down our data collection for several weeks and, as a result, we will need to continue some data collection during the next 3 months rather than turn our entire attention to other matters as initially planned.

The lion's share of attention and effort during the next quarter will be devoted to (a) transcribing data (interviews, discussions, test performance) obtained on tape, (b) readying transcribed data for IBM processing. Scoring, content analysis and transfering of data to work sheets should be in full swing (and, in some cases, completed) during the next quarter. If this can be accomplished, the following quarter (December, 1967 - February,1968) will be devoted to data processing, to be followed by preliminary analyses and interpretations (March, 1968-May, 1968) and final report preparation (June, 1968-August, 1968).

APPENDIX A

Transcriptions of Conversations Used With "Multivariate" Items

Transcriptions of Conversations Used with "Multivariate" Items

First Conversation

First boy — Well, I'll see you tommorrow and if anything happens, just call me up.

Second boy — Hey listen, don't go yet, my mom says she cooked some food and she wants me to ask you to stay.

First boy — Na, that's okay. I gotta go home anyway. It's about seven o'clock and my mother's probably waiting for me anyway, anyway. So thanks anyway, I'll see you.

Mother — Pero mira Louie tu no te vas a quedar a comer?
(But look Louie aren't you going to stay and eat?)

First boy — No, gracias, es que tengo que ir a casa y ya es tarde y
(No, thank you, it's just that I have to go home and it's late already
tengo que hacer un trabajo de la escuela y mi mama me
and I have to do homework and my mother
está esperando.
is waiting.)

Mother — No, pero mira, si ya servi la comida.
(No, but look, I've already served the food.)

First boy — Bueno, no gracias, lo siento pero tengo que irme porque ve
(Well, no thank you, I'm sorry but I have to go because you see
mami me está esperando.
my mother is waiting for me.)

Second boy — Louie, todavía es temprano si allí esta en la mesa.
(Louie, it's still early, it's there on the table already.)

Mother — Sí, no me vas a despreciar, no?
(Yes, you're not going to say no to me, no?)

First boy — Well, I'll guess I'll stay but I gotta leave early.

Mother — Ahora sí, está bien entonces.
(Well now, everything's fine then.)

Second Conversation

Mother	Hello, quién habla? (Who's speaking?)
Boy	Quiero hablar, si es posible con Delilah. (I want to speak to, if it's possible with Delilah.)
Mother	Quién es? (Who is it?)
Boy	Puede decir que es Tony Figueroa. (You can say it's Tony Figueroa.)
Mother	Un momentito, por favor. Dalila, Dalila te quieren hablar (One moment, please. Delilah, Delilah, they want to speak to you en el teléfono. Un tal Tony Figueroa. on the phone. A Tony Figueroa.)
Girl	Hello?
Boy	Hello, Delilah.
Girl	Ah, who is this?
Boy	Tony Figueroa.
Girl	Oh hi.
Boy	Hi, how are you.
Girl	Okay.
Boy	Listen, what are you doing Saturday night?
Girl	Saturday? Nothing really. Why?
Boy	I wanted to see if you wanted to go downtown and see a movie with me.
Girl	Oh, ah, that sounds nice. Hold on a second, I have to ask my mother. Mami, tu sabes ese muchacho Tony Figueroa? (Mother, do you know that fellow Tony Figueroa?)
Mother	No, no lo conozco. Quién es? (No, I don't know him. Who is he?)
Girl	Tu lo conosiste en casa de Trinidad te arecuerdas? (You met him at Trinidad's house, do you remember?)
Mother	Cuándo? (When?)

Girl — La semana pasada.
(last week.)

Mother — O, aquel alto, medio gordito.
(Oh, that tall one, rather chubby.)

Girl — Sí, ese mismo.
(Yes, that's the one.)

Mother — Sí, sí me recuerdo. Y qué?
(Yes, yes I remember. So what?)

Girl — Bueno él quiere que yo salga al cine con él el Sabado.
(Well he wants me to go to the movies with him on Saturday.)

Mother — El Sabado?
(Saturday?)

Girl — Sí, el Sabado.
(Yes, Saturday.)

Mother — Bueno, te voy a decir, yo no se, a mi me pides permiso
(Well, I am going to say, I don't know, you ask me permission

pero al quién le tienes que hablar es a tu padre.
but the one you have to speak to is your father.)

Girl — Bueno .....
(Well.....)

Mother — Y otra cosa que tengo que decir si el muchacho viene, si tu
(And another thing I have to say if that boy comes here, if you

sales con él tiene que venir aquí, tengo que conocerlo, tu
go out with him he has to come here, I have to meet him, your

padre tiene que conocerlo.
father has to meet him.)

Girl — Tu sabes que él es lo mas nice.
(You know he is very nice.)

Mother — Bueno, allá con tu padre. Tu lo arreglas con tu padre.
(Well, that's up to your father. You fix it with your father.)

Girl — Okay, okay. Ah, hello Tony.

Boy — Yeah.

Girl — Listen, can you call back later? I have to ask my father.

Boy — Sure, about what time?

Girl — About eight o'clock

Boy — Okay, I'll call you back later.

Girl — Okay, bye.

Boy. — Bye.

Third Conversation

First girl — No, I kid you not. I think what's being done with it is a farce. You know, in Latin America they call Puerto Rico "La Colonia Perfumada."

Second girl — Why?

First girl — Because they feel it's just a nice way of putting perfume on something that stinks, you know.

Second girl — What would happen in Puerto Rico if it were independent?

First girl — Then I ask you that. If you are going to have a piece of dirt don't call it dust. If it's dirt, you know .....

Boy — And what else can you call it? Can you call it a state?

First girl — Listen, you know what you can call it. Call it a colony. The same situation that existed con, with the whole business of England and the colonies here. Well, it's the same thing except that it's put in a political framework of today's world, that's all. It's a nice way of getting away with murder.

Boy — Okay, but why? Isn't it because the people are not actually that capable of being able to rule?

First girl — Stop. Now you're putting down your own people. Because .....

Boy — I'm not exactly putting down my own people.

First Girl — Yes and don't tell me that the United States is the only one that has been able to in Puerto Rico .....

Boy — Okay so you have a couple of people like Moscoso and Luis Ferrer

First girl — Un momento.
(One moment.)

Boy — Bueno.
(Well.)

First girl — Un momento.
(One moment.)

Boy — Have you got people capable of starting something like the ....

First girl — The Communists. (sarcastically)

Boy — Like General Motors or wait a second. You're going to tell me that un pobre campesino encima de una montaña is able to come down
(A poor farm hand on top of a mountain)
to the town and run something like in Utuado the plant that was

Second girl — Wait a second. (Everyone yelling at once.)

Boy — But they don't bother taking things over like that.

Fourth Conversation

Boss	Carmen, do you have a minute?
Secretary	Yes Mr. Gonzalez.
Boss	I have a letter to dictate to you.
Secretary	Fine. Let me get my pen and pad. I'll be right back.
Boss	Okay.
Secretary	Okay.
Boss	Okay, this is addressed to Mr. William Bolger.
Secretary	That B-o-r-g-e-r?
Boss	B-o-l
Secretary	Oh, oh, I see.
Boss	Okay. His address is in the files.
Secretary	Okay.
Boss	Okay. Dear Bill, Many thanks for telling me about your work with the Science Research Project. The information you gave me ought to prove most helpful.
Secretary	That was "The information you gave me ought to prove most helpful."
Boss	Correct.
Secretary	Okay.
Boss	Ah, particularly the data about recency of arrival by Junior High School.
Secretary	Okay.
Boss	Okay, ah. I very much appreciate the time you gave me. Never mind, strike that out. Ah, enclosed are two of the forms that you let me borrow. I'll be sending back the data sheets very soon. Thanks again. I hope that your hospital stay will be

as pleasant as possible and that your back will be soon in top shape. Will soon be in top shape. It was nice seeing you again. Sincerely, Louis Gonzalez.

Secretary Do you have the enclosures for the letter Mr. Gonzalez?

Boss Oh yes, here they are.

Secretary Okay.

Boss Ah, this man William Bolger got his organization to contribute a lot of money to the Puerto Rican parade. He's very much for it. Tu fuiste a la parada?
(Did you go to the parade?)

Secretary Sí, yo fui.
(Yes, I went.)

Boss Si?
(Yes?)

Secretary Um huh.

Boss Y cómo te estuvo?
(And how did you like it?)

Secretary Hay, lo mas bonita.
(Oh, very pretty.)

Boss Sí, porque yo fui y yo nunca había participado en la parada
(Yes, because I went and I had never participated in the parade

y este año me dio curiosidad por ir a ver como era y estuvo eso
and this year I became curious to go and see how it was and that was

fenómeno. Fui con mi señora y con mis nenes y eso y a ellos tambien
a phenomenon. I went with my wife and my children and that and they

le gustó mucho. Eh, y tuve un día bien agradable. Ahora lo que me
also liked it very much. And I had a very pleasant day. Now what

molesta a mi es que las personas cuando viene una cosa así,
bothers me is that people when something like this comes along,

la parada Puertoriqueña o la fiesta de San Juan, corren de la
the Puerto Rican parade, or the festival of San Juan they run from

casa a participar porque es una actividad festiva, alegre y sin
the house to participate because it is a festive activity, happy an

embargo cuando tienen que ir a la iglesia, o la misa para pedir
then when they have to go to church or to mass, to ask

Secretary (Laughter)

Boss A Dios entonce no van.
(God then they don't go.)

Secretary Si, entonces no van.
(Yes, then they don't go.)

Boss Pero, así es la vida, caramba. Do you think that you could get
(But that's life, you know.)

this letter out today?

Secretary Oh yes, I'll have it this afternoon for you.

Boss Okay, good, fine then.

Secretary Okay.

Boss Okay.

Fifth Conversation

Priest Buenos días Herbie, como estás?
(Hello Herbie, how are you?)

Boy Bien Padre y Vd.?
(Very well Father and you?)

Priest Y como está la familia?
(And how is the family?)

Boy O ellos estan muy bien. Lo unico que tengo es un tío de
(Oh they're all right. The only thing is that an uncle of

Mami que me escribieron ésta semana en una carta special
Mother's that they wrote to me this week a special delivery

delivery que está muy grave y Mami sale para allá, para Puerto Rico.
letter that he is very sick and mother is going over there to P.R.)

Priest Y que tiene - un ataque del corazón?
(And what is the matter - a heart attack?)

Boy No, los medicos dicen que es que tiene cancer.
(No, the doctors say he has cancer.)

Priest Hay, bendito!
(Oh, dear!)

Boy Uh huh, y le dan muy poco tiempo para vivir así es que Mami va.
(and they give him very little time to live so that Mother is going.

Priest — Mami esta muy nerviosa?
(Your mother is very upset?)

Boy — Esta bastante nerviosa. Pero Padre, cambiando el tema, the reason
(She's quite upset. But Father, changing the topic,)
that I came here is cause as I was telling you before I'm going into college and I wanted to see if you could give me a letter of recommendation in order for me to get into the special program that they are offering. I need this to go out by next week some time.

Priest — O lo mandamos hoy. Que quiere que yo escriba?
(Oh I'll send it today. What do you want me to write?)

Boy — Oh just a letter of recommendation tell them that you know me, about my character.

Priest — Who is it to?

Boy — It's going to be Dr. Mack.

Priest — Do you know the first name and the middle initial?

Boy — Well, I have the form that you can fill it out and .....

Priest — O eso es mejor.
(Oh that's fine.)

Boy — Okay?

Priest — Yeah, because you have to send it to the man and you have to have his name right. Si no se hace asi es un insulto.
(If you don't do it like that it's an insult.)

Boy — Entonces le quiero dar las gracias Padre. Entonces lo veo por
(Then I want to thank you Father. Then I'll see you in
ahi en la misa el domingo? Esta bien?
the Mass Sunday? Is it alright?)

Priest — Si, como no.
(Yes, of course.)

Boy — Okay, adios.
(goodbye.)

APPENDIX B

Psychological Interview Schedule

NAME

ADDRESS

INTERVIEWER

DATE

COMMENTS

1. Conversations (5)
2. Perception
3. WFE
4. WN
5. Reading W.L.
6. Reading passage
7. WA
8. Spanish Usage Rating

1. CONVERSATIONS

Now I'd like to play some recordings for you. These are recordings of people talking to each other. I'll play each recording twice. Then I'll ask you to tell me what you heard.

Conversation One (The Invitation)

A. Now for the first story. What was happening here? Try to tell me what each once said. If you can, try to use the words that the speakers used. When they spoke in Spanish, try to use Spanish. And when they spoke in English try to use English.

B. I know you may have already said this, but I want to make sure I didn't miss anything.

1.0 Who were talking?
  1.01 How do they know each other?
    1.001 Are they strangers or what?
2.0 Where were they talking?
3.0 Why were they talking?
  3.01 Were they talking just to pass the time (to "make conversation") or was there some other reason?
  3.02 The two boys at the beginning of the story
  3.03 The three speakers
4.0 Do you remember if anyone mentioned the time?
  4.01 What time was it?
5.0 Do you remember who asked the boy to stay first?
6.0 When the mother asked the boy to stay, where was the food?
7.0 Did the boy agree to stay?
  7.01 How long was he going to stay?

C. Do you remember who used English and who used Spanish? And when?

1.0 Would it have made any difference if the mother asked him to stay in English instead of Spanish?
  1.01 Would it have been as nice, the same, or not as nice in English?
    1.001 Imagine that everyone knew English and Spanish equally well.

D. Que cree Usted?

1.0 How friendly are the boys?
2.0 Did the mother really want the boy to stay?
  2.01 Was she just being polite?
3.0 Did the boy really want to stay?
  3.01 Was he just being polite when he said he couldn't stay?
4.0 At the very end, who was the boy (guest) talking to?
5.0 Le ha pasado a Vd. algo asi?
  5.01 Si alguien le visita, cree Usted que tiene un deber de ofrecerle algo?

Conversation Two (The date)

A. Now for the second story. What was happening here? Try to tell me what each one said. If you can, try to use the words the speakers used. When they spoke in Spanish, try to use Spanish, and when they spoke in English, try to use English.

B. I know you may have already said this, but I want to make sure I didn't miss anything.

1.0 Who were talking?
  1.01 How do they know each other?
    1.001 Are they strangers or what?
2.0 Where were they talking?
3.0 Why were they talking?
  3.01 Were they talking just to pass the time or was there some other reason?
  3.02 The mother and the boy
  3.03 The mother and the girl (the first time)
  3.04 The boy and the girl (the first time)
  3.05 The mother and the girl (the second time)
  3.06 The boy and the girl (the second time)
4.0 Did the mother ask the boy his name?
5.0 Where did the boy want to take the girl?
  5.01 Where was the movie?
6.0 When did the boy want to go?
  6.01 What time of day?
7.0 Had the mother met the boy before?
  7.01 Where?
  7.02 When?
8.0 Did anyone mention what he looked like?
  8.01 What did he look like?
9.0 Did the mother say the girl could go out with him?
10.0 The mother said that if the girl goes out with him, she would have to do something first. Do you remember what it was?
11.0 What did the girl say to the boy when she got back on the phone?
  11.01 What did she tell him to do?

C. Do you remember who used Spanish and who used English? And when?

1.0 Would it have made any difference if the boy had used Spanish, instead of English, to ask the girl to go out with him?
  1.01 Would it have been as good, the same, not as good?
  1.02 What would the girl have thought about him?
    1.002 Imagine that they knew English and and Spanish equally well.

D. Que Cree Vd.?

1.0 How well do the boy and the girl know each other?
  1.01 Do they see a lot of each other?

2.0 Did the girl really want to go out with him?
    2.01 Was she trying to put him off - trying to get an excuse for not going out with him?
3.0 Was it OK with the mother for the girl to go out with him?
    3.01 Did the mother want her to stay home or to go out?
4.0 Does the daughter <u>really</u> have to get permission to go out?
    4.01 Does she ask only as a formality?
    4.02 Could the mother say no?
        4.002 If the mother said no, would the girl have to stay home?

5.0 Will the boy call back?
6.0 Would you let her go out?
    6.01 What if she went out without permission?
6.1 Is there any difference between now and before?

Conversation Three (Status of Puerto Rico)

A. Now for the third story. What was happening here? Try to tell me what each one said. If you can, try to use the words that the speakers used. When they spoke in English, try to use English, and when they spoke in Spanish, try to use Spanish.

B. I know you may have already said this, but I want to make sure I didn't miss anything.

1.0 Who were talking?
  1.01 How do they know each other?
    1.001 Are they strangers or what?
    1.002 Where do they know each other from?
2.0 Where were they talking?
3.0 Why were they talking?
  3.01 Were they talking just to pass the time or was there some other reason?
4.0 What were they talking about?
  4.01 Were they talking about a particular problem in Puerto Rico?
5.0 The girl said that in Latin America, they call Puerto Rico something. Do you remember what it was?
  5.01 Why do they call it that (according to her)?
6.0 Does she think that Puerto Rico should be called a Commonwealth?
  6.01 What name did she say would be better?
7.0 Does she think it should stay a Commonwealth?
8.0 Does the boy?
  8.01 Why?
9.0 Where was the factory that he mentioned?
10.0 What did the girl mean when she said "if you have a piece of dirt, don't call it dust"?

C. Do you remember who used Spanish and who used English? And when?

1.0 Why do you think the boy said "un pobre campesino encima de una montana" in Spanish?
  1.01 Would it have meant the same thing in English?
  1.02 Would it have been better, the same, worse in English?
    1.002 Imagine that everyone knows English and Spanish equally well.
2.0 Since the discussion was about Puerto Rico, should the conversation have been in Spanish?
  2.01 Imagine that everyone knows English and Spanish equally well.

D. Que cree Vd.?

1.0 How well do the people know each other?
2.0 Were they angry at each other?
3.0 How much schooling do they probably have?
4.0 Are they probably working now or are they students?

Conversation Four (Boss and Secretary)

A. Now for the fourth story. What was happening here? Try to tell me what each one said. If you can, try to use the words that the speakers used. When they spoke in Spanish, try to use Spanish, and when they spoke in English try to use English.

B. I may ask you to repeat something you've already said, but I want to make sure I don't miss anything.

1.0 Who were talking?
    1.01 How do they know each other?
2.0 Where were they talking?
3.0 Why were they talking?
    3.01 Were they talking just to pass the time or was there some other reason?
    3.02 The first part of the story.
    3.03 The second part of the story.
4.0 What did the man ask the girl to do?
    4.01 What was he writing?
5.0 Why was he writing?
    5.01 What was he thanking the man for?
6.0 Was he sending anything with the letter?
    6.01 What was he sending?
7.0 Who went to the parade?
8.0 How did they like it?
    8.01 What didn't he like about it?

C. Do you remember who used English and who used Spanish? And When?

1.0 Would it have made any difference if the man had used English to talk about the parade?
    1.01 Imagine that they both knew English and Spanish equally well.
2.0 Why do you think he used Spanish to talk about the parade?

D. Que cree Vd.?

1.0 What kind of job does the man have?
    1.01 How important is his job?
        1.001 How much schooling does he probably have?
2.0 What kind of job does the man he wrote to have?
    2.01 Is it more important, as important, or less important than his own job?
3.0 Do the two men probably see each other outside of work - or only at work?
4.0 How much do the speakers (the boss and secretary) like each other?
5.0 Was that the right way for a boss to talk?
6.0 Do you have a boss?
    6.01 How does he treat you?

Conversation Five (Priest and Parishioner)

A. Now for the fifth story. What was happening here? Try to tell me what each one said. If you can, try to use the words that the speakers used. When they spoke in English, try to use English and when they spoke in Spanish, try to use Spanish.

B. I know you may have already said this, but I want to make sure I didn't miss anything.

1.0 Who were talking?
  1.01 How do they know each other?
2.0 Where were they talking?
3.0 Why were they talking?
  3.01 Were they talking just to pass the time or was there some other reason?
4.0 What happened to the boy's uncle?
  4.01 What was wrong with him?
5.0 How did the boy find out about his uncle?
6.0 What did the boy want the priest to do?
  6.01 Why did the boy want him to do it?
7.0 Did the priest agree?
8.0 What did the priest ask the boy about the letter?

C. Do you remember who used English and who used Spanish? And when?

1.0 Would it have made any difference if they had spoken about the boy's family and about the uncle in English?
  1.01 Imagine that both speakers know English and Spanish equally well.
  1.02 Would it have been better, the same, or worse in English?
2.0 Would it have made any difference if they had spoken about the letter of recommendation in Spanish?
  2.01 Imagine that both speakers know English and Spanish equally well.
  2.02 Would it have been better, the same, or worse in Spanish?
3.0 Why do you think the boy changed from Spanish to English when he asked the priest to write a letter for him?
4.0 Would it have been better to use the same language for the whole conversation?
  4.01 Which language?

D. Que cree Vd.?

1.0 Where does the priest come from?
  1.01 How can you tell?
2.0 Is the boy a member of the priest's church?
3.0 Do you think the boy addresses the priest in the right way?
  3.01 Respectfully?
4.0 What kind of letter will the priest write?
  4.01 A so-so one, a bad one, a good one?

2. Perception Tape for Phonological Variables

Instructions: Please listen carefully. You will hear the same word or phrase spoken in two different ways. The speaker will then repeat one of the pronunciations. Tell me whether it was more like the first or more like the second. If you can't seem to hear any difference, make a guess. Here is an example in Spanish: 1. hasta 2. hahta Repeat: hasta. Is the repeated word more like the first one or the second one? Here is another example: 1. tarde 2. talde Repeat: talde. Is the repeated word more like the first one or the second one? Spanish list first.

1.	interesado	2. interesao	(Underlined form represents repeated word)
1.	mas	2. nah	
1.	comel	2. comer	
1.	partes	2. paltes	
1.	pan	2. pang	
1.	guhto	2. gusto	
1.	acuerdo	2. acueldo	
1.	xopa	2. rropa	

Continued instructions: "We will now do the same thing, this time using English. Here is an example in English: 1. nothing 2. nuthin' Repeat: nuthin'

1.	bad	2. byed
1.	most	2. must
1.	heat	2. (el) hit
1.	my friend	2. my fren
1.	hiya	2. here
1.	car	2. ca
1.	coming	2. cawming
1.	It's a dog	2. I's a dog

3. Word Frequency Estimation

A. ENGLISH

I'm going to read you some English words. You probably use some of them all the time. There are others that you may use only now and then. After I read you a word, I want you to tell me how often you hear or say it. For example,

if you hear or say it more than once a day, tell me "more than once a day."

If you hear or say it about once a day, tell me "once a day."

If it's about every other day, tell me "every other day."

If you hear or say it about once a week, tell me "once a week."

If it's about every other week, tell me "every other week."

If you hear or say it about once a month, tell me "once a month."

If it's about every other month, tell me "about every other month."

And if you never hear or say it, tell me "never."

(Review the "times" with R: 1) point out the two extremes ("more than once a day" and never.") 2. Point out that the other times go with day, week, and month (once a day, every other day; once a week, every other week; once a month, every other month.) Ask R to repeat the times.)

For example, how often do you hear or say the word cat? Is it more than once a day? once a day? (Continue until R selects a response.) Fine, now how often do you hear or say the word city? (As above.) And how often do you hear or say the word organization (As above).

(Begin the following list of words. Read each word in a conversational tone. Go at a relatively brisk pace, but give R a second after he finishes rating one word before saying the next one. You may need to remind him of the frequencies from which he can choose. This is OK. Do so as often as necessary.)

Word Frequency Estimation List (English)

(To the left of each word, write the number corresponding to the R's rating, as follows:

7 = more than once a day
6 = once a day
5 = once every other day
4 = once a week
3 = every other week
2 = once a month
1 = every other month
0 = never)

niece	mailman	secretary	altar
class	bread	drugstore	business
prayer	desk	grandmother	neighbor
earnings	candle	chalk	spoon
sidewalk	profession	communion	test
pepper	fire escape	mechanic	minister
grade	kitchen	curb	office
sermon	ink	stove	market
union	priest	school	friend
butcher	factory	saint	book
dish	bakery	worker	confession
sentence	home	street	work
organ	blackboard	family	neighborhood
typewriter	church	science	milk
corner	boss	crucifix	student
table	car	job	bible
eraser	breakfast	barber	corporation
statue	pencil	supper	dominoes
salary	rosary	history	

B. SPANISH

(Give instructions in Spanish)

Good. That's fine. Now I'm going to read you some Spanish words. And I want you to tell me how often you hear or say them. Tell me if it's

more than once a day

once a day

every other day

once a week

every other week

once a month

every other month

never.

(Read the following list of Spanish words)

Word Frequency Estimation List (Spanish)

(To the left of each word, write the number corresponding to the R's rating, as follows:

7 = more than once a day
6 = once a day
5 = once every other day
4 = once a week
3 = every other week
2 = once a month
1 = every other month
0 = never)

leche	parque	negocio	crucifijo
historia	casa	farmacia	trabajador
comunión	estudiante	pimienta	tienda
factoría	santo	tiza	padrino
barbería	obra	misal	matemáticas
desayuno	curba	oficina	rosario
examen	cocina	vecino	empleado
bautismo	ciencia	pan	vecindad
jefe	cura	tinta	cuchara
bodega	trabajo	iglesia	libro
abuela	carnicero	mecánico	estatua
pluma	compadre	pompa	secretaria
trinidad	pizzara	familia	barrio
ocupación	biblia	escuela	estufa
dominos	taller	himno	regla
comida	carro	compañía	vela
lección	plato	calle	profesion
religión	lápiz	amigo	barbero
empleo	altar	papel	

4. Word Naming

A. SPANISH

(Give instructions in Spanish.)

1. Now I'm going to ask you to tell me as many different Spanish words as you can. Any words at all will be OK. They don't have to be big words or words they teach you at school. Just any words at all - like (pause, to give the effect of giving words at random) gato, mesa, pluma. When I tell you to start, tell me as many different Spanish words as you can. I'll tell you when to stop. Any questions?

OK, now. (When one minute has elapsed, say) good, that's fine. (Make a check to the left of(1) above).

2. Now I'm going to ask you to tell me as many different Spanish words as you can that name things you can see or find in a kitchen. Your kitchen or any other kitchen. Words like sal, cuchara, arroz. OK? OKNow. (When one minute has elapsed, say) good, that's fine. (Make a check to the left of (2) above)

3. Now I'm going to ask you to tell me as many different Spanish words as you can that name things you can see or find in a neighborhood. Your neighborhood or any other neighborhood. Words like calle, carro, barberia. OK? OK. Now. (when one minute has elapsed, say) Good, that's fine. (Make a check to the left of (3) above).

4. Now I'm going to ask you to tell me as many different Spanish words as you can that name things you can see or find in a church. Your church or any other church. Words like vela, crucifijo, biblia. OK? OK. Now. (When one minute has elapsed, say Good, that's fine. (Make a check to the left of (4) above).

5. Now I'm going to ask you to tell me as many different Spanish words as you can that name things you can study in school. In any kind of school - elementary school, high school, or college. Anything you can study - like leyendo, ingenieria quimica, aritmética . OK?

OK. Now. (When one minute has elapsed, say) good, that's fine. (make a check to the left of (5) above).

6. Now I'm going to ask you te tell me as many different Spanish words as you can that name jobs or occupations - like doctor, operador de machinas, secretaria. OK?

OK. Now. (When one minute has elapsed, say) Good, that's fine (Make a check to the left of (6) above.)

(Make sure that R has completed all parts (each number should be checked) before going on to the English section.)

B. ENGLISH

1. Now I'm going to ask you to tell me as many different English words as you can. They don't have to be big words or words they teach you in school. Just any words at all - like (pause) cat, table, pen. OK?

OK. Now. (When one minute has elapsed, say Good, that's fine. (Make a check to the left of (1) above.)

2. Now I'm going to ask you to tell me as many different English words as you can that name things you can see or find in a kitchen. Your kitchen or any other kitchen. Words like salt, spoon, rice. OK?

OK. Now. (When one minute has elapsed, say Good, that's fine. (Make a check to the left of (2) above.)

3. Now I'm going to ask you to tell me as many different words as you can that name things you can see or find in a neighborhood. Your neighborhood or any other neighborhood. Words like street, car, barbershop. OK?

OK. Now. (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of (3) above.)

4. Now I'm going to ask you to tell me as many different English words as you can that name things you can see or find in a church. Your church or any other church. Words like candle, crucifix, bible. OK?

OK. Now. (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of (4) above.)

5. Now I'm going to ask you to tell me as many different English words as you can that name things you can study in school. In any kind of school - elementary school, high school, or college. Anything you can study - like reading, chemical engineering, arithmetic. OK?

OK. Now. (When one minute has elapsed say) Good, that's fine. (Make a check next to the number (5) above.)

6. Now I'm going to ask you to tell me as many English words as you can that name jobs or occupations - like doctor, machine operator, secretary. OK?

OK. Now. (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of (6) above).

(Make sure that R has completed each part (Each should be checked) before going on to the next section.)

5. Reading of Word Lists

Please read the following words once only; pause between each one.

Spanish

mismo

recogido

escuchado

muñecas

corredor

perdidos

ñoño

escrachao

carpeta

usted

English

brothers

lovely

glasses

dozen

disease

mast

stuffed

cheers

matting

dance

6. Reading of passages.

READING NO. 1

Por la tarde hizo calor, pues fueron al mar y se echaron debajo de un arbol. Flor y Angel quisieron tomar sol. Leonor les hizo ponerse crema para no quemar la piel. Despues de poco tiempo, los dos muchachos se fueron a buscar conchas marinas. El año pasado, habían recogido algunos pero esta vez, querían unas mas grandes.

READING NO. 2

One of my best friends is named Harry. He's always trying to act like a real tough guy. His mother doesn't like it because he uses bad language. In fact, she can't stand it. The other day, she asked him what he was trying to prove and he mumbled something like "I don't knew" and shuffled his feet like a lost puppy. Last year, he didn't seem as bad as this year. Even his teachers can't keep up with him and leave him alone.

READING NO. 3

Como es de suponer las noches de debut o estreno en cualquier cabaret o club nocturno, son noches especiales, en esta ocasión y al "Alameda" se dueron cita, la noche de la reaparición de Rocio de Granada, su tío el guitarrista Sabica, el conocido y muy estimado hombre de empresas Manuel Garcia Busto, acompañado de su gentil esposa y su encantadora hija, que reside en España, Bobby Capó, cancionista y figura de relieve en la T.V. hispana en Nueva York.

READING NO. 4

An all-year, glass-enclosed swimming pool, the first of its kind in the city, will be built in Commodore Barry Park in Brooklyn. Completion is expected in 1968. According to the plans, the pool will be built at the corner of Navy and Nassau Streets. The pool will be operated by the Department of Parks and will serve the area which includes Fort Green. It is designed for youngsters and teenagers, but there will be a balcony for adults.

7. Continuous Word Association

A. ENGLISH

Now I'm going to give you some English words. When I say a word, I want you to tell me all the different English words it makes you think of. For example, if I say the word ocean, it might make you think of words like (Pause slightly between words to give the idea of "associating") water - big - blue- wet - sand - beach - sky - waves - ships - and so forth. If I say the word tree, it might make you think of words like leaf - bark - trunk - shade - green - tall - birds - - palms - and so forth. Now if I say the word mountain, what different English words does it make you think of? (Encourage R to give several words). And if I say the word lake, what different English words does it make you think of? (Encourage R to give several words. Use as many of the following practice words as you think necessary to give R the idea of what is wanted: chair, clock, cat.)

Now when I give you a word, I want you to tell me all the different English words it makes you think of. Tell me as many as you can. I'll tell you when to stop. OK?

school (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "school" above.)

factory (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "factory" above.)

church (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "church" above.)

street (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "street" above.)

home (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "home" above.)

(Make sure that R has responded to each word (each should be checked) before proceeding to the Spanish part.)

8. SPANISH

(Give instructions in Spanish)

Now I'm going to give you some Spanish words. When I give you a word, I want you to tell me all the different Spanish words it makes you think of. OK?

escuela (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "escuela" above.)

factoria (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "factoria" above.)

iglesia (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "iglesia" above.)

calle (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "calle" above.)

casa (When one minute has elapsed, say) Good, that's fine. (Make a check to the left of the word "casa" above.)

(Make sure that R has responded to each word (each should be checked) before proceeding to the next section.)

8. Spanish Usage Rating

Now I'm going to ask you to tell me how much of your talk is in Spanish when you speak to people who know both English and Spanish.

I'll ask you about different people who might know both English and Spanish. They might not know them equally well, but they might be able to speak and understand at least a little of each.

If they only know one language, tell me. Or if you don't speak to the person I mention, tell me. But if you speak to the person, and if he knows both English and Spanish, tell me how much of your talk with him is in Spanish.

Tell me if it's all in Spanish.

almost all in Spanish (only a few English words)

about 70% in Spanish

about half in Spanish

about 30% in Spanish

only a few words in Spanish

none in Spanish

(Review these categories with R. Ask him to repeat them.)
OK?

(NOTE: -- When R says all in Spanish or none in Spanish, ask him if the person he's talking about knows both languages.)

(Score R's ratings according to the following:

NE = person does not know English
10 = All in Spanish
9 = Almost all in Spanish
7 = About 70% in Spanish
5 = About 50% in Spanish
3 = About 30% in Spanish
1 = Only a few Spanish words
0 = None in Spanish
NS = Person does not know Spanish
X = Does not talk to person

(For Respondents Who Are In School)

WHEN YOU ARE AT SCHOOL

<u>In the classroom before or after class</u>

teachers
close friends (boys)
other boys
close friends (girls)
other girls

<u>In the classroom during class (whispering)</u>

close friends (boys)
other boys
close friends (girls)
other girls

If R says all (10) or none (0), ask if person knows <u>both</u> English and Spanish.

<u>In the corridors</u>

teachers
close friends (boys)
other boys
close friends (girls)
other girls

(Score R's rating according to the following:

NE = Person does not know English

10 = All in Spanish

9 = Almost all in Spanish

7 = About 70% in Spanish

5 = About 50% in Spanish

3 = About 30% in Spanish

1 = Only a few Spanish words

0 = None in Spanish

NS = Person does not know Spanish

X = Does not talk to person

WHEN YOU ARE AT WORK*

What kind of work do you do?
How long have you worked for that organization?
Do you belong to a union?

Your boss (the person who tells you what to do)

Fellow workers (the people you work with)

older (male)

older (female)

same age (male)

same age (female)

younger (male)

younger (female)

If R says all or none ask if person knows both English and Spanish.

* For those who are working now or who have worked in US.

(Score R's rating according to the following:

NE = Person does not know English

10 = All in Spanish

9 = Almost all in Spanish

7 = About 70% in Spanish

5 = About half in Spanish

3 = About 30% in Spanish

1 = Only a few Spanish words.

0 = None in Spanish

NS = Person does not know Spanish

X = Does not speak to person)

1. Do you belong to a church?
2. Which one?

WHEN YOU ARE AT CHURCH (Before or after service)

Church members

older (male)

older (female)

your age (male)

your age (female)

younger (male)

younger (female)

children

Clergy

priests (confession)

priests (other times at church)

ministers

If R says <u>all</u> or <u>none</u>, ask if person knows <u>both</u> Spanish and English.

(Score R's ratings according to the following:

NE = Person does not know English
10 = A 11 in Spanish
9 = Almost all in Spanish
7 = About 70% in Spanish
5 = About half in Spanish
3 = About 30% in Spanish
1 = Only a few Spanish words
0 = None in Spanish
NS = Person does not know Spanish
X = Does not talk to person)

WHEN YOU ARE IN YOUR NEIGHBORHOOD (On the sidewalks or street, on the stoops, in the stores, etc.)

People who live in your building	Others who live in the neighborhood
older (male)	older (male)
older (female)	older (female)
your age (male)	your age (male)
your age (female)	your age (female)
younger (male)	younger (male)
younger (female)	younger (female)
children	children

If R says <u>all</u> or <u>none</u>, ask if person knows <u>both</u> Spanish and English.

(Score R's rating according to the following:

NE = person does not know English
10 = All in Spanish
9 = Almost all in Spanish
7 = About 70% in Spanish
5 = About half in Spanish
3 = About 30% in Spanish
1 = Only a few Spanish words
0 = None in Spanish
NE = Person does not know Spanish
X = Does not talk to person

WHEN YOU ARE AT HOME

your grandparents

- male
- female

your parents

- father
- mother

your children

boys over 10
boys under 10
girls over 10
girls under 10

your brothers
your sisters

your grandchildren
boys
girls

your uncles
your aunts

other relatives

older (male)
older (female)
your age (male)
your age (female)
younger (male)
younger (female)
children

If R says all or some ask if person knows both Spanish and English

APPENDIX C

Census Form

CENSUS

Good (morning, afternoon, evening). I am (We are) (a) member(s) of the Yeshiva University "Puerto Rican Neighborhood Study." I (we) have a few questions to ask and would greatly appreciate a few minutes of your time. (Father Call and Father Jose are supporting our study and have asked all Puerto Ricans in this neighborhood to cooperate with us). (Can I come at some other time?) (Use English / or Spanish)

I 1) Your Name _____ (Circle Sex) M F

2) Age _____ 3) Birthplace (City) _____ 4) Occupation _____

5) Education _____ 6) Yrs. In USA _____ 7) Yrs. in J. C. _____

8) Yrs. at this address _____

Who are the
others living in this apartment?

	Name and relationship		2	3	4	5	6	7	8
II	_____	M F							
III	_____	M F							
IV	_____	M F							
V	_____	M F							
VI	_____	M F							
VII	_____	M F							
VIII	_____	M F							
IX	_____	M F							
X	_____	M F							

Notes: (1) Use NR for "no response"
Use NP for "not applicable" (for example, the work questions for individuals that do not work, such as housewives, school children)

(2) When individuals are currently unemployed, currently not going to church, currently not writing letters, etc. reword question to: when you were working, when you did go to church, when you used to write letters etc.

A. Spanish: (2=yes; 1=a little; 0=no)

	I	II	III	IV	V	VI	VII	VIII	IX	X
a. *Can (you) understand a conversation in Spanish?	a.									
b. *Can (you) speak (engage in a conversation) in Spanish?	b.									
c. *Can (you) read newspapers or books in Spanish?	c.									
d. Can (you) write letters in Spanish?	d.									
Total										

B. English: (2=yes; 1=a little; 0=no)

	I	II	III	IV	V	VI	VII	VIII	IX	X
a. Can (you) understand a conversation in English?	a.									
b. *Can (you) speak (engage in a conversation) in English?	b.									
c. *Can (you) read newspapers or books in English?	c.									
d. *Can (you) write letters in English?	d.									
Total										

C. (2=Spanish; 1=English)

	I	II	III	IV	V	VI	VII	VIII	IX	X
a. What was the first language in which (you) understood a conversation?	a.									
b. *What was the first language which (you) spoke (to engage in a conversation)?	b.									
c. What was the first language in which (you) read books or newspapers?	c.									
d. What was the first language in which (you) wrote letters?	d.									
Total										

D. (2=Spanish; 1=English)

a. What language do(es) (you) most frequently use at home for conversation?

b. In what language do(es) (you) most frequently read books or newspapers at home?

c. What language do(es) (you) most frequently use at home for writing letters?

Total

E. (2=Spanish; 1=English)

a. What language do(es) (you) most frequently use at work for conversation with fellow workers?

b. What language do(es) (you) most frequently use at work for conversation with your supervisor (boss)?

c. What language do(es) (you) most frequently use at work for conversations with customers, clients?

Total

F. What was (is) the language of instruction in (your) school? (2=S; 1=both; 0=E)

G. What language do(es) (you) like most (for conversation)?

H. (2=Spanish; 1=both; 0=English)

a. In what language does (your) priest (minister) give the sermon when (you) attend services?

b. When you pray silently to yourself (at church or at home), what language do you use?

c. In what language is the service conducted when you attend church?

Total

	I	II	III	IV	V	VI	VII	VIII	IX	X
a.										
b.										
c.										
	I	II	III	IV	V	VI	VII	VIII	IX	X
a.										
b.										
c.										
a.										
b.										
c.										

APPENDIX D

Sociological Interview and/or Group Discussion Guide

THIRD DRAFT: INTERVIEW AND/OR GROUP DISCUSSION GUIDE

for individual and/or tandem (S/E) ELICITATION

NOTE: Use Topic 10 (Biographical) for factual opening when appropriate

1.0 Recent and Hoped for Changes

*1.1 Has your life changed in any way during the past 5-10 years? E.g.

*1.1.1 Are there any things that are better now than they were 5-10 years ago?

[Note: Also permit responses in terms of other members of the household or of the household as a whole

1.1.2 Are there any ways in which life now is more difficult than it was 5-10 years ago?

1.1.3 How does that (whatever is mentioned as better or worse) compare with the way things were in Puerto Rico before you came to New York?

*1.2 Are you interested in (or are you doing) any additional things than was the case 5-10 years ago? If so, what new things are you interested in (are you doing)?

*1.2.1 Do you get away from the house (and from the neighborhood)--to go places or see things--any more than you did then? How often? Where do you go and what do you see?

*1.2.2 Do you get to meet (to do things) with different people than you used to 5-10 years ago? What people (or what things) and how different?

(a) Family vs non-family

(b) Puerto Rican vs non-Puerto Rican

(c) [Probe for changes in reading, studying, hobbies, memberships, etc.]

*1.3 <u>What do you hope the next 5-10 years will bring for you (and your family)</u>? (Highest aspiration).

1.3.1 How good are the chances that things will turn out the way you would like them to? Why are your chances good (poor)?

*1.3.2 Is there anything you can do to make your hopes come true?

1.3.3 Are there any people that could help you make your hopes come true? (Do you know them? What can you do to obtain their help? Who or what might influence them?)

1.3.4 Are there any skills or characteristics that you must have in order to obtain your goals?

[Probe for information concerning training requirements, job requirements (competences), character prerequisites, formal (degree, certificate) requirements, etc.]

2.0 Social Contacts

*2.1 Who are your best friends? Are they related to you? What do you do when you get together?

*2.1.1 Do you have good friends who are not members of your family (not related to you in any way?) Who are they?

2.1.2 Where did you meet them?

2.1.3 How often do you see/meet/talk to them? Where? When? To do what?

*2.1.4 Are most of your good friends also members of your family (related to you in some way)?

2.1.5 Would you like to have more friends than you now have? Why?

*2.2 Do you belong to any clubs, organizations or societies?

*2.2.1 Why do you belong to (each of) them?

2.2.2 Whom do you meet there?

2.2.3 How often do you attend?

*2.2.4 What (kinds of) clubs/organizations/societies/groups would you like to join if you had enough time (and money) to do so?

2.3 Do you (and your wife) get away from your families much (go to theatres, museums, trips) or do you tend to spend most of your spare time visiting members of your family?

2.3.1 Are you pleased (displeased) that you spend so much (little) time with your family? Are there any people outside of family and neighbors that you (would like to) spend a good deal of your free time with?

2.3.2 Are there some favorite topics of discussion that

usually come up at family gatherings?

*2.4 How often do you meet non-Puerto Ricans? Where? When?

*2.4.1 Do non-Puerto Ricans visit you at your home? Who? How often? When? Why?

*2.4.2 Do you visit non-Puerto Ricans in their homes? How often? When? Why?

2.4.3 Would you prefer to have more contacts with Americans than you now have?

2.4.4 What proportion of all of your good friends are non-Puerto Ricans?

2.4.5 Do you believe that Americans are better or worse to have as friends than Puerto Ricans? Why?

3.0 Interests: Upper Range (S/E)

[Pick one, or at most two, of the following to probe upper limit of knowledge and concern, in accord with answers to 2.0 series]

*3.1 Do you ever visit the local public school and talk to the teachers about your child's education?

3.1.1 How often?; What was discussed last time?; What did she say?; What did you say? How important is education for you and your children?

3.1.2 Are you in favor of homogeneous grouping? Decentralization of education control?

3.2 Do you ever attend meetings or services at a church and talk about religious matters with anyone?

3.2.1 How often? What was discussed last time? What did X say? What did you say? How important is religion in your life?

3.2.2 Do you think the separation of church and state is a good thing? Should the state support church schools? What is the court's view?

3.3 Around election time (e.g. last November when there were elections for Governor) do you get into discussions on politics and on how our (city, state, national) government can be improved?

3.3.1 What was discussed? What did X say? What did you say? How important is politics to you?

3.3.2 Would you favor the discontinuation of the Electoral College? Limitations on campaign expenditures? Fines for not voting?

3.4 Have you ever been an officer or a committee member of some organization?

3.4.1 What were your duties? How successful or involved were you? Did you quarrel with anyone in performing your duties?

3.4.2 Do you think most organizations are sufficiently interested in the community as a whole? Should there be fewer small organizations?

3.5 Do you and others who work at your (shop, store, etc.) ever talk about how the work might be improved?

3.5.1 What was discussed? What did X say? What did you say? How important is your work to you?

3.5.2 Do you favor (producers cooperatives) (Labor-management Profit-sharing plans)? (Compulsory unionization?)

4.0 Language (S/E)

*4.1 Did you speak English/Spanish with anyone (A Puerto Rican) yesterday and today?

4.1.1 To whom? Where? What about? When?

4.1.2 Is that the only thing you would talk to him (her) about in E/S?

4.1.3 Is that the only language you talk to X in?

4.1.4 If "no," tell me about a time when you spoke E/S to him (her). If "yes," what would he/she think if you spoke to him/her in E/S instead?

*4.2 Is there any other Puerto Rican (whom you did not necessarily meet yesterday or today) t whom you would normally speak in E/S about something or other?

4.2.1 To whom? About what? Where? When?

4.2.2 Is that the only thing you would talk to him (her) about in E/S?

4.2.3 Is that the only language you talk to X in?

4.2.4 If "no," tell me about a time when you spoke E/S to him/her. If "yes," what would he/she think if you spoke to him/her in E/S instead?

*4.3 Are there any Puerto Ricans to whom you try to talk a "better kind" of E/S?

4.3.1 What makes it "better?" ("buen español")

4.3.2 Why do you (try to) talk "better" to him/her? When?

4.3.3 Did you ever forget to talk "better" to him/her? What would/did he/she think if/when you did not talk "better" to him/her?

4.3.4 Is it hard to talk a "better" kind of E/S?

4.3.5 Have you ever made any attempt to improve your E/S? How did you learn (when, where, from whom)?

*4.4 Are there any Puerto Ricans to whom you try to talk a very "folksy" (popular, informal) kind of E/S? (español popular, pateado)

4.4.1 What makes it folksy?

4.4.2 Why do you (try to) talk folksy to them? When? (emotion, familiarity)

4.4.3 Did you ever forget to talk "folksy" to him/her? What would/did he/she think if/when you did not talk "folksy" to him/her?

4.4.4 Is it hard to talk folksy? Is it proper?

4.4.5 How did you learn to talk folksy (when, where, from whom)?

*4.5 Do you wish you could talk (an) other kind(s) of E/S than you usually talk?

4.5.1 What is the best kind?

4.5.2 Who speaks it? When? Where?

4.5.3 Why would you like to talk that way? How can you learn?

*4.6 Do you want your (grand)children to know Spanish? Why?

4.6.1 Do you think they will know it?

4.6.2 How will they get a chance to learn it? What kind of Spanish will it be?

4.6.3 When and with whom do you think they will use it?

4.6.4 Do you think they will be glad they know it? Why?

4.6.5 Would it tend to spoil their English?

4.6.6 Will they feel differently about knowing it than you do?

4.7 What do you think of American born (or bred) Puerto Ricans who do not speak Spanish?

4.7.1 Are they pretending? Why?

4.7.2 Are there many such? Will their number increase?

4.7.3 Is there anything you (do/could do) to help them learn/use more/better Spanish?

4.8 Here are a few sentences in E or in S. Please read them aloud, one by one, and then tell me in your own words what them mean.

5.0 Being Puerto Rican and American

*5.1 Are you a Puerto Rican? What makes you a Puerto Rican?

*5.1.1 Do you have to do anything(s) in order to be Puerto Rican (believe anything, know anything, observe anything) or is it enough just to be born of PR parents?

*5.1.2 Do you like being a PR or is it a bother (headache) for you (sometimes)?

*5.1.3 How is being PR different from being some other kind of Hispano?

*5.1.4 How important is it to know Spanish to be a PR (in N.Y.)?

*5.2 Are there different kinds of PRs? What kinds of PRs are there? How do they differ (in daily behavior, beliefs, attitudes)?

5.2.1 Is there any kind better than some other kind?

*5.2.2 Are there any who don't want to be PR any longer? Why?

*5.2.3 How do they act (what do they do) in order to stop being PRs? What about their Spanish? Their English?

*5.2.4 Are there any PRs who constantly stress(emphasize) that they are PR? Any who try to be more PR than do most others? [Note: Among those who know English] Why?

*5.2.5 How do they act (what do they do) in order to stress (emphasize) that they are PR? What about their Spanish? Their English?

5.3 Are there any things that PRs do better (are better at) than (other) Americans?

5.3.1 Why are they better at these things?

5.3.2 Are you yourself good at these things?

*5.3.3 Would you like your children to be good at these things (too)?

*5.3.4 Is Spanish important in (doing these things)?

5.4 Are there any things that Americans do better (are better at) than PRs?

5.4.1 Why are they better at these things?

5.4.2 Are you yourself good at these things?

*5.4.3 Would you like your children to be good at these things (too)?

*5.4.4 Is English important in (doing these things)?

*5.5 Are there any times that being PR and being American are in conflict? When? Why?

5.5.1 Are there some things that you do that are "distinctly American" (rather than PR)?

5.5.2 Are there some PRs who are too American?

5.5.3 What do they do that makes them "too American?"

5.5.4 Would you like to be like them?

5.5.5 Would you like to be more American than you are? How could you be more American than you are?

5.5.6 Would you like to be more Puerto Rican than you are? How could you be even more PR than you are?

*5.6 If you had to choose between the two (i.e. if they could not be combined), which would you prefer being: PR or being American?

6.0 [Other] Everyday Ethnic Behaviors

*6.1 What (typically) PR/Amer. foods do you eat at home?

*6.1.1 If you had a choice of foods when eating out, which would you take?

*6.1.2 Which foods (Amer./PR) do you really prefer? Which do you eat more frequently?

*6.2 What (typically) PR/Amer. dances do you like? Can you dance them? Do you? When?

*6.2.1 What PR/American songs do you like? Do you know the words to them? Do you sing them? When?

*6.2.2 Which dances/songs/music do you really like best: Amer. or PR?

*6.3 What Church(es) do you attend? How often?

*6.3.1 Are the services in Eng. or in Spanish? (Are most members PR?)

*6.3.2 Are there any (other) church activities/events in Spanish? Do you participate in these activities? How often?

*6.3.3 Are there any other church(es)/church activities/ religious groups you would like to participate in?

*6.3.4 Are most of their members PRs?

*6.4 Does your family follow the tradition of Compadrazgo?

6.4.1 Do you have Padrino and Madrina?

6.4.1.1 Baptismal?

6.4.1.2 Wedding?

*6.4.2 Do your children have Padrino and Madrina?

6.4.3 Who are your compadres and comadres (what relationship are they to you?)?

6.4.4 Do you talk or act in any way differently towards your compadre (comadre) than to your other friends?

6.5 Where do you shop for most of your food?

6.5.1 When do you shop in the supermarket? Why?

6.5.2 When do you shop in the bodega? Why? For what?

*6.6 Do you observe Los Reyes Magos?

*6.7 Do you visit faith healers? (Spiritists)? Botánicas, Related traditional behaviors?

*6.8 Do you supervise your girls differently than your boys (or believe this should be done)?

7.0 Cultural Participation and Leisure Activities

*7.1 Do you read a Spanish daily newspaper? How often? Why?

*7.1.1 Do you read an English daily newspaper? How often? Why?

7.1.2 Do you do any other regular reading? In which language? Why?

*7.1.3 If you had more time to read, what kinds of things would you like to read most?

*7.2 Do you listen to Spanish programs on the radio? How often? Why?

*7.2.1 Do you listen to English programs on the radio? How often? Why?

*7.2.2 If you had more time to listen to the radio, what (kinds of programs) would you like to listen to most?

*7.3 Do you listen to Spanish programs on TV? How often? Why?

*7.3.1 Do you listen to English programs on TV? How often? Why?

*7.3.2 If you had more time to listen to TV, what (kinds of programs) would you like to listen to most?

*7.4 When you go out, what Puerto Rican enjoyments/amusements do you participate in (e.g. movies, clubs, dancing, church groups)?

*7.4.1 When you go out, what American enjoyments/ amusements do you participate in?

*7.4.2 If you had more leisure time (more time to go out) and didn't have to worry about the expense, what would you enjoy doing (more of)?

8.0 Opinions about America and Americans

8.1 What is your general impression of American children (manners, respect for elders, abilities)? Why?

8.1.1 Do PR parents try to raise their children so that they will grow up different in some ways from most American children? How? Why?

*8.2 What do you think of Americans as a whole? What do you like about them? Why? What don't you like about them? Why?

*8.2.1 Are there any things that you particularly like about PRs? Why? Are there some things that you particularly dislike about them? Why?

*8.3 What do you think of the common opinion that America is a "land of opportunity?" Why?

*8.3.1 Some people say that Puerto Rico is really developing now. Have you heard anything about that?

8.4 Do you think that educated Americans generally are as cultured (i.e. as learned, as refined, as thoughtful) as educated people among Puerto Ricans?

*8.5 What do you think is the general attitude of (most) Americans toward (most) Puerto Ricans? Why?

*8.5.1 What do you think most PRs really think about most Americans? Why? What do you think?

*8.6 Have you personally experienced or noticed any signs of discrimination or prejudice against Puerto Ricans? If so, in what way was it expressed?

8.6.1 Do you think PRs sometimes discriminate against Americans? Would they if they could?

*8.7 When do you feel more at home: when you are among Americans or when you are among Puerto Ricans? Why?

*8.8 Ideally, if you had no financial problems to worry about, would you prefer to live in Puerto Rico or in USA? Why?

9.0 How Parents View their Children's Americanism/Puerto Ricanism

*9.1 Do your children prefer American or Puerto Rican food?

9.1.1 Which kind of food would you wish they preferred? Why?

*9.2 Do your children speak mostly English or Spanish with you at home? Why?

*9.2.1 In what language would you prefer them to speak to you? Why?

*9.2.2 Is there anything you could do/would like to do to make sure that they continue to speak more (Spanish) to you as they grow older? What?

*9.3 Do your children speak more English or Spanish to each other? Why?

9.3.1 What would you prefer they speak to each other? Why?

9.3.2 Is there anything you could do/would like to do to make sure they continue to speak/speak more (Spanish) to each other as they grow up? What?

*9.4 Do your children read more in English or in Spanish? Why?

9.4.1 Is this what you would prefer? Why?

9.4.2 Is there anything you could do/would like to do to make sure they continue to read/read more (Spanish)? What?

*9.5 Do your children spend their leisure time in Puerto Rican or in American pastimes? Why?

9.5.1 Is this what you would prefer? Why?

9.5.2 Is there anything you could/would like to do to make sure they continue to spend/spend more of

their leisure time in PR pastimes? What?

*9.6 Are most of your children's friends American or Puerto Rican? Why?

9.6.1 Would you prefer them to have mostly American or mostly PR friends?

9.6.2 Among whom do you think they feel more at home? How do you feel about that?

9.6.3 Is there anything you could do/would like to do to make sure they continue to have/have more PR friends? What?

*9.7 Would you like your children to grow up entirely as Americans? Why?

*9.7.1 Is there any danger that they will become more and more American and less and less PR? Why?

*9.7.2 Can they remain both Americans and Puerto Ricans over the years? How?

*9.7.3 Will they be as PR (more/less) than you? Will they be as Amer.(more/less) than you?

*9.7.4 What would you really prefer them to be when they grow up?

*9.7.5 Is there anything you could/would like to do to make sure they will continue to be/be more PR? What?

9.8 What do you think your children really feel about being Puerto Rican?

9.8.1 What makes them feel that way?

9.8.2 How do you know they feel that way?

9.9 Do your children prefer American or PR music/dances/songs? Why?

9.9.1 Are you pleased with their preference?

9.9.2 Is there anything you could do/would like to do to get them to prefer PR music/dances/songs?

9.10 Do your children attend an American or a PR church? Why?

9.10.1 What kind of church would you prefer them to attend?

9.10.2 Is there anything you could do/would like to do to get them to attend/more freq. attend a PR church?

9.11 When was the last time your children visited PR?

9.11.1 When are they going again?

9.11.2 Would you like them to visit PR more frequently?

9.11.3 Would you like them to settle in PR?

9.11.4 Is there anything you can do/would like to do to get them to visit/settle in PR?

10.0 Biographical

10.1 Name _____

10.1.1 Age _____

10.1.2 Sex _____

10.1.3 Address _____

10.1.4 Telephone _____

10.2 Where born _____

10.2.1 When arrived in N.Y. _____

10.2.2 When/where learned English (a) _____(b)_____

" " " Spanish (a) _____(b)_____

10.3 Education _____

10.3.1 Occupation _____ Father's Occupation _____

10.3.2 re work: (a) Do you feel that the work you are doing corresponds to your interests and

training? _____ (b) If you had any choice, would you stay in your present job or choose another? _____

10.3.3 re financial security: On the whole, are you satisfied with your current financial position (income level)? _____

10.3.4 re housing: How well satisfied are you with your current housing (Planning for home ownership? larger quarters? better quarters?) _____

_____

10.4 Skin Color: Dark Light

(rating) 5 4 3 2 1

11.0 Interviewer's Impressions of Interview/Interviewee

11.1 Rapport with interviewee? (good; fair; poor)

11.2 Atmosphere and appearance of home? (orderly, clean, adeq. furnished, etc.)

11.3 Appearance of respondent: Approp. dressed?

11.4 Time and duration of interview.

11.5 Other noteworthy points.

11.5.1 Sociability of interviewee _____

11.5.2 Sincerity " " _____

11.5.3 Excitability " " (which topics?) _____

11.5.4 Interestedness of " _____